

**Proficient Measures for Quality Education (PMQE)
Final Report
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All persons have the right to education. However, poverty, ignorance, and corruption are depriving millions of Filipinos the ability to improve their quality of life. Knowledge Channel Foundation, Inc. improves the quality of education through Knowledge Channel.

--Knowledge Channel Foundation, Inc. Mission Statement

EXECUTIVE SUMMARY

The Proficient Measures for Quality Education (PMQE) project was implemented in 52 selected schools distributed in 7 Regions, 14 Provinces, 15 Congressional Districts and 16 Cities in the Philippines.

The objective of this research is to determine the impact of the programs of the Knowledge Channel on the performance of grade school pupils using a test-questionnaire patterned after the National Achievement Test (NAT). The test-questionnaire consists of 60 items divided into three components, namely: Mathematics (20 items), Science (20 items) and English (20 items).

The 52 schools are divided into two groups for analysis of the impact. Group 1 (Laguna, Cavite, Batangas, Quezon, Ilocos Sur, Zambales) consists of schools that are visited in the same school year 2007-2008 and where the same set of pupils took the pre-test and post-test. There are 458 Grade 6 pupils that participated in the pre-test and post-test. Group 2 (Aklan, Iloilo, Negros Oriental, Bohol, Cebu, Samar, South Cotabato, Bataan) consists of schools where the pre-test was conducted in 2008 while the post-test was conducted in 2009. In this second group of schools, different sets of Grade 6 pupils took the pre-test and post-test. Cohort analysis is adopted for this group of 1267 Grade 6 pupils.

In addition to the Grade 6 pupils, the research team also asked 1329 Grade 5 pupils to answer a structures questionnaire to measure their perception on the usefulness of the programs of the Knowledge Channel, and the utilization of the Knowledge Channel facility, among others.

The results show that the average test score of the Grade 6 pupils belonging to Group 1 increased significantly by about 6 percentage points, from 20.20 in the pre-test to 23.81 in the post test, only after four (4) months of intervention.

The results also show that the average test score of the Grade 6 pupils belonging to Group 2 increased significantly by 11 percentage points, from 20.29 during the pre-test to 26.96 in the post-test, after about one year of intervention.

The results also show that statistically significant improvements in the average test scores are observed across the schools in the 14 provinces, with improvements ranging from a low of 1.81 percentage points (Sta. Rosa, Laguna) to a high of 19 percentage points (Morong, Bataan). It should be noted that the school in Morong, Bataan where the highest increase in the test score average is recorded (Sabang Elementary School now known as F. Angeles Memorial Elementary School) initiated a program to increase the number of television sets to 6 from the original single TV set donated by Knowledge Channel mainly through the contributions of the parents. This initiative of the school resulted in having half of the 12 classrooms with access to the Knowledge Channel.

I. BACKGROUND AND RATIONALE

Knowledge Channel Foundation, Inc. and Philip Morris Philippines are interested in evaluating the impact of the Knowledge Channel's intervention in the form of Knowledge Channel's programs on television viewed by the grade school pupils, on the performance and perception of the pupils in 52 selected schools distributed in 7 Regions, 14 Provinces, 15 Congressional Districts and 16 Cities in the Philippines. The aim of this pilot study is to generate benchmark data related to viewing schedules of the pupils, utilization rate of the Knowledge Channel's programs and its relationship to the pupils' academic performance. Information related to the "best" practices initiated by the school that help increase the viewing time of the pupils will also be covered by the pilot study. The results of this benchmark study will provide Knowledge Channel with the needed information that will be used in further improving Knowledge Channel's operations in pursuit of its objective of educating the young through the use of television.

II. PROJECT OBJECTIVES

1. General Objective

The principal objective of this research is to determine the impact of the programs of Knowledge Channel on the performance and perception of the grade school pupils viewing these programs in 52 selected schools, listed in Table 1, supported by Philip Morris. The pupils' performance will be evaluated using a test-questionnaire patterned after the National Achievement Test (NAT). The test-questionnaire consists of 60 items divided into three components, namely: Mathematics (20 items), Science (20 items) and English (20 items). In addition to the test-questionnaire, a structured questionnaire was developed to measure pupils' perception/opinion on the programs of Knowledge Channel.

Table 1. Listing of Schools included in the PMQE

Region	Province	Congressional District	City/ Municipality	Total Schools	Name of Schools
1	Ilocos Sur	1st District	San Juan	2	Nagsuputan ES San Juan South CES
		2nd District	Sta. Lucia ^	2	Sabuanan ES Teodoro Hernaez NHS
3	Zambales	1st District	Olongapo City	3	Sergia Soriano Esteban Integrated School of Kalaklan Gordon Heights II ES Pastolan ES
			Castillejos	1	Villafior ES
	Bataan	1st District	Morong	2	Sabang ES Nagbalayong ES
4	Cavite	1st District	Bacoor	2	Salinas ES Mabolo ES
	Laguna	4th District	Sta. Rosa	2	Tagapo ES Sta. Rosa III CS
	Batangas	1st District	Tanauan City	2	Natatas ES Bagumbayan ES
	Quezon	2nd District	Lucena City	2	Lucena South II ES San Lorenzo ES
6	Aklan	Lone District	Malay	5	Balabag ES Yapak ES Malay ES Caticlan ES Cubay ES
	Iloilo	Lone District	Iloilo City	6	Sto. Domingo ES Nabitanan ES I. Arroyo ES N.J. Ingore ES Taal ES La Paz ES
7	Negros Oriental	2nd District	Dumaguete City	5	South City ES Magsaysay ES Cadawinonan ES Balugo ES Cantil-e ES
					Bohol
	Cebu	1st District	Cebu City	4	Sibugay ES Guba ES Babag ES

					Kalunasan ES
8	Samar	2nd District	Basey*	5	Basiao ES
					Balud ES
					SalvacionES
					Loog ES
					Tingib PS
12	South Cotabato	1st District	General Santos City	5	Irineo Santiago ES
					Jose P. Laurel ES
					Dadiangas East ES
					Francisco Oringo ES
					Bualan ES

2. Specific Objectives

The study specifically aims and shall be guided by the following objectives:

- a. To examine the relationships between presence of Knowledge Channel and the grade school pupils' performance (using the test questionnaire);
- b. To evaluate the perception of the pupils on the programs of the Knowledge Channel (using a structured questionnaire);
- c. To determine the "best" practices initiated by the schools in order to increase the viewing time of the pupils and to assess if these practices can be replicated in other schools; and,
- d. To determine if the schools have met the objectives set by Knowledge Channel related to program utilization set at the start of the project implementation.

3. Data Gathering

The research team visited the 52 schools twice to conduct a pre-test (before the installation of the Knowledge Channel facilities) and a post-test (near the end of the school year). The schools are divided into two groups for analysis. Group 1 consists of schools that are visited in the same school year of 007-2008 and thus, the same set of pupils took the pre-test and post-test. Group 2 consists of schools where the pre-test was conducted 2008 while the post-test was conducted in 2009. In this second group of

schools, different sets of grade 6 pupils took the pre-test and post-test and cohort analysis is used. The list of schools in groups 1 and 2 are shown in Table 2A and 2B, respectively.

Table 2A. List of Schools in Group 1

School	District	Province
Tagapo ES	Cluster I, City Schools	Laguna
Sta. Rosa ES	Cluster I, City Schools	Laguna
Mabolo ES	Bacoor I	Cavite
Salinas ES	Bacoor I	Cavite
Bagumbayan ES	Tanauan City South	Batangas
Natatas ES	Tanauan City South	Batangas
Lucena South II ES	South Lucena City	Quezon
San Lorenzo ES	North Lucena City	Quezon
Nagsuputan ES	San Juan	Ilocos Sur
Sabuanan ES	Sta. Lucia	Ilocos Sur
San Juan South CS	San Juan	Ilocos Sur
Teodoro Hernaez NHS *	Sta. Lucia	Ilocos Sur
Villaflor ES	Castillejos	Zambales
Gordon Heights II ES,	II	Zambales
Sergia Soriano Esteban Integrated School	III	Zambales

* Teodoro Hernaez National High School is excluded in the pre and post tests comparisons since the research is limited to elementary schools.

Table 2B. List of Schools in Group 2

Name of Schools	District	Province
Balabag ES	Lone District	Aklan
Yapak ES	Lone District	Aklan
Malay ES	Lone District	Aklan
Caticlan ES	Lone District	Aklan
Cubay ES	Lone District	Aklan
Sto. Domingo ES	Lone District	Iloilo
Nabitanan ES	Lone District	Iloilo
I. Arroyo ES	Lone District	Iloilo
N.J. Ingore ES	Lone District	Iloilo
Taal ES	Lone District	Iloilo
La Paz ES	Lone District	Iloilo
South City ES	2nd District	Negros Oriental
Magsaysay ES	2nd District	Negros Oriental
Cadawinonan ES	2nd District	Negros Oriental
Balugo ES	2nd District	Negros Oriental
Cantil-e ES	2nd District	Negros Oriental

Mansasa ES	1st District	Bohol
Dao ES	1st District	Bohol
Bool ES	1st District	Bohol
Booy South ES	1st District	Bohol
Sibugay ES	1st District	Cebu City
Guba ES	1st District	Cebu City
Babag ES	1st District	Cebu City
Kalunasan ES	1st District	Cebu City
Basiao ES	2nd District	Samar
Balud ES	2nd District	Samar
SalvacionES	2nd District	Samar
Loog ES	2nd District	Samar
Tingib PS	2nd District	Samar
Irineo Santiago ES	1st District	South Cotabato
Jose P. Laurel ES	1st District	South Cotabato
Dadiangas East ES	1st District	South Cotabato
Francisco Oringo ES	1st District	South Cotabato
Bualan ES	1st District	South Cotabato
Sabang ES	1st District	Bataan
Nagbalayong ES	1st District	Bataan

The data collection is divided into two stages: (1) at the start of the project implementation to generate baseline data related to the grade school pupils and schools characteristics and (2) at the end of the School Year 2007-2008 or School Year 2008-2009 (around February and March) to collect data on performance of the pupils.

III. PRE-TEST RESULTS

The research team conducted the pre-test to all the 52 schools from November 2007 to January 2008. A total of 1725 pupils participated in the pre-test exercise with 755 male pupils (43.8%) and 970 female pupils (56.2%). The results of the pre-test results, grouped according to area, are provided in Table 3 below. The average test score of the 1725 pupils is only about 20 points which is about one-third of the maximum score of 60 points. It is also noted that while there are pupils that got score of 48 points (80% of the maximum score), there are also pupils that got a score of zero, showing a large variation in the pre-test scores across the 52 schools.

Comparing the pre-test results per area (or group of areas in some cases), the results show that pupils from ILOILO and DUMAGUETE have the highest average test scores of 24.44 and 24.69 points, respectively. Pupils from BASEY, SAMAR, on the other hand, got the lowest average of 14.53 points. These results are significant at the 5 percent level. The rest of the areas are not significantly different from each other in terms of the average test scores. Further analyses also show that ILOILO and DUMAGUETE stand out as having the highest average pre-test scores, while BASEY, SAMAR has the lowest pre-test average score.

Table 3. Summary of Pre-Test Scores of Grade 6 Pupils Per Area (60 Points)

Province/Area	No. of Pupils	Min	Max	Mean	Std Dev.
Aklan	257	7.00	46.00	17.99	5.30
Batangas/Cavite/Laguna/Lucena	301	0.00	48.00	19.66	6.97
Cebu	149	8.00	46.00	20.46	6.97
Ilocos Sur	101	6.00	43.00	19.23	7.02
Iloilo	171	9.00	45.00	24.44*	8.80
Morong/Olongapo/Zambales	168	0.00	39.00	19.13	7.01
Dumaguete	155	9.00	44.00	24.68*	8.55
Samar	116	1.00	40.00	14.53**	5.72
South Cotabato	187	8.00	41.00	19.53	6.99
Tagbilaran	120	3.00	47.00	19.63	7.22
Total	1725	0.00	48.00	19.97	7.51

* highest average scores across areas at 5% level of significance

** lowest average score across areas at 5% level of significance

The average scores of the different schools, grouped according to area, in the Mathematics component of the pre-test are given in Table 4. The maximum score that a pupil can get in Mathematics is 20 points. The results are similar to the previous table where the average scores of pupils in ILOILO and DUMAGUETE at 8.64 and 8.79 points, respectively, are the highest scores across areas. The average score of pupils from BASEY, SAMAR at 4.78 points is the lowest score. The results are significant at the 5 percent level. The other areas do not differ from each other in terms of their average scores. As in the overall pre-test results, the areas can be ranked into three groups: (1) ILOILO and DUMAGUETE ranked first, (2) all other areas; and (3) BASEY, SAMAR ranking last.

Table 4. Summary of Pre-Test Scores of Grade 6 Pupils Per Area in Math (20 points)

Province/Area	No. of Pupils	Min	Max	Mean	Std Dev.
Aklan	257	0.00	15.00	6.25	2.62
Batangas/Cavite/Laguna/Lucena	301	1.00	19.00	7.20	3.40
Cebu	149	0.00	16.00	7.21	3.52
Ilocos Sur	101	2.00	18.00	7.01	3.34
Iloilo	171	1.00	20.00	8.64*	4.04
Morong/Olongapo/Zambales	168	0.00	17.00	6.85	3.17
Dumaguete	155	1.00	19.00	8.79*	4.28
Samar	116	0.00	15.00	4.78**	2.71
South Cotabato	187	0.00	16.00	6.45	3.50
Tagbilaran	120	0.00	20.00	7.02	3.59
Total	1725	0.00	20.00	7.05	3.56

* highest average scores across areas at 5% level of significance

** lowest average score across areas at 5% level of significance

The average scores of the different schools, grouped according to area, in the Science component of the pre-test are given in Table 5. The maximum score that a pupil can get in science is 20 points. The results show that the average score of pupils in ILOILO at 7.13 is the highest average score across all areas. Unlike in the previous results, ILOILO has a significantly higher average score than DUMAGUETE in the science component of the pre-test. The average score of pupils from BASEY, SAMAR at 4.49 points is the still the lowest average score. The results are significant at the 5 percent level. The other areas do not differ from each other in terms of their average test scores.

Table 5. Summary of Pre-Test Scores of Grade 6 Pupils Per Area in Science (20 points)

Province/Area	No. of Pupils	Min	Max	Mean	Std Dev.
Aklan	257	1.00	14.00	5.12	2.14
Batangas/Cavite/Laguna/Lucena	301	0.00	15.00	5.37	2.46
Cebu	149	0.00	15.00	5.82	2.48
Ilocos Sur	101	0.00	14.00	5.23	2.47
Iloilo	171	1.00	14.00	7.13*	2.96
Morong/Olongapo/Zambales	168	0.00	14.00	6.07	2.47
Dumaguete	155	0.00	15.00	6.79	2.91
Samar	116	0.00	13.00	4.49**	2.18
South Cotabato	187	1.00	16.00	5.88	2.70
Tagbilaran	120	0.00	14.00	5.58	2.63
Total	1725	0.00	16.00	5.75	2.63

* highest average score across areas at 5% level of significance

** lowest average score across areas at 5% level of significance

The average scores of the different schools, grouped according to area, in the English component of the pre-test are given in Table 6. The maximum score that a pupil can get in English is 20 points. The results are similar to the previous table where the average scores of pupils in ILOILO and DUMAGUETE at 8.66 and 9.10 points, respectively, are the highest scores across areas. The average score of pupils from BASEY, SAMAR at 5.26 points is the lowest score. The results are significant at the 5 percent level. The other areas do not differ from each other in terms of their average scores.

Table 6. Summary of Pre-Test Scores of Grade 6 Pupils Per Area in English (20 points)

Province/Area	No. of Pupils	Min	Max	Mean	Std Dev.
Aklan	257	1.00	17.00	6.62	2.90
Batangas/Cavite/Laguna/Lucena	301	1.00	17.00	7.15	2.92
Cebu	149	2.00	15.00	7.42	2.77
Ilocos Sur	101	1.00	14.00	6.99	3.05
Iloilo	171	1.00	17.00	8.66*	3.69
Morong/Olongapo/Zambales	168	0.00	15.00	6.83	3.08
Dumaguete	155	1.00	19.00	9.10*	3.59
Samar	116	0.00	15.00	5.26**	2.90
South Cotabato	187	0.00	15.00	7.20	3.25
Tagbilaran	120	0.00	14.00	7.03	3.48
Total	1725	0.00	19.00	7.25	3.28

* highest average score across areas at 5% level of significance

** lowest average score across areas at 5% level of significance

The results of the analysis show that schools in ILOILO and DUMAGUETE consistently getting the highest average scores while schools from BASEY, SAMAR consistently ranking last in terms of the average scores.

The average number of books in the areas of Mathematics, Science and English are given in Table 7A to 7C. The average number of books in English is the highest with an average of 1.72 books per school. The average number of textbooks in Mathematics is 1.15 books, just slightly higher than 1 book per student. However, the average number of books per student in Science is less than the ideal one per student, with only about 0.97 book per student.

Table 7A. Average Number of Books in Mathematics

Province/Area	No. of Pupils	Mean	Std Dev.
Aklan	257.00	1.04	0.36
Batangas/Cavite/Laguna/Lucena	301.00	1.29	0.60
Cebu	149.00	1.06	0.35
Ilocos Sur	101.00	1.40	0.58
Iloilo	171.00	1.09	1.22
Morong/Olongapo/Zambales	168.00	1.30	0.66
Dumaguete	155.00	1.23	0.43
Samar	116.00	0.58	0.75
South Cotabato	187.00	1.13	0.37
Tagbilaran	120.00	1.29	0.46
Total	1725.00	1.15	0.65

Table 7B. Average Number of Books in Science

Province/Area	No. of Pupils	Mean	Std Dev.
Aklan	257.00	0.75	0.94
Batangas/Cavite/Laguna/Lucena	301.00	1.28	0.70
Cebu	149.00	0.88	0.33
Ilocos Sur	101.00	0.87	0.37
Iloilo	171.00	0.69	0.73
Morong/Olongapo/Zambales	168.00	1.04	0.46
Dumaguete	155.00	1.39	0.78
Samar	116.00	0.42	0.51
South Cotabato	187.00	1.00	0.15
Tagbilaran	120.00	0.99	0.09
Total	1725.00	0.97	0.67

Looking at the specific areas/provinces, one can see that there are schools having the less than ideal ratio of one textbook per student in Mathematics, Science and English. One area that stands out is BASEY, SAMAR where the average number of textbooks in Mathematics, Science and English are 0.58, 0.42 and 0.72, respectively. This shows that about 2 pupils share a single textbook in this area. It is not surprising therefore that schools in BASEY, SAMAR had the lowest average scores in Mathematics, Science and English.

Table 7C. Average Number of Books in English

Province/Area	No. of Pupils	Mean	Std Dev.
Aklan	257.00	1.05	0.84
Batangas/Cavite/Laguna/Lucena	301.00	1.93	0.93
Cebu	149.00	1.91	0.79
Ilocos Sur	101.00	1.86	0.42
Iloilo	171.00	1.75	1.37
Morong/Olongapo/Zambales	168.00	2.26	0.90
Dumaguete	155.00	1.89	0.33
Samar	116.00	0.72	1.16
South Cotabato	187.00	1.88	0.35
Tagbilaran	120.00	1.95	0.29
Total	1725.00	1.72	0.95

IV. COMPARISON OF PRE_TEST AND POST-TEST RESULTS

A. Group 1 Schools

The results of the pre-test and post-test for the pupils belonging to Group 1 schools are shown in Table 8 below. The average pre-test score of the Grade 6 pupils, prior to the installation of the Knowledge Channel facilities and the distribution of the textbooks, is 20.20 in the 60-item evaluation test or about 34%. After about four (4) months of intervention, the average post-test score increased to 23.81 or 40%, for an increase of 6 percentage points. Moreover, this increase is statistically significant at the 1% level. While we do not attribute such increase in the average test score solely to the intervention, the presence of the Knowledge Channel facilities and the additional textbooks surely helped the pupils increased their test scores. There are also significant increases in the sub-areas of the tests, namely Mathematics, Science and English. The largest improvement in the average test score is the area of Science where the post test average is about 8 percentage points higher than the pre-test average score. This is followed by Mathematics with an increase of 6.24 percentage points and English with an increase of 3.60 percentage points.

A comparison of the pre-test and post-test results for each of the provinces belonging to Group 1 are shown in Table 9 below. The figures show that the average post test scores showing significant improvement in all areas, but the magnitude of increases vary. The largest improvement in the average test score is recorded for schools in the Quezon province (Lucena City) where the students' average post test score is 11.38 percentage points higher than the average pre-test score. The lowest improvement (although still statistically significant) is recorded in Laguna (Sta. Rosa City), where the post test average is 1.81 percentage points higher than the pre-test average.

B. Group 2 Schools

The results of the pre-test and post-test for the pupils belonging to Group 2 schools are shown in Table 10 below. The average pre-test score of the grade 6 pupils, prior to the installation of the Knowledge Channel facilities and the distribution of the textbooks, is 20.29 in the 60-item evaluation test or about 34%. The average post-test score, however, increased to 26.96 or 45%, for an average increase of 11 percentage points. Moreover, this increase is statistically significant at the 1% level. Again, while we do not attribute such increase in the average test score solely to the intervention, the presence of the Knowledge Channel surely helped the pupils increased their test scores. There were also significant increases in the sub-areas of the tests, namely Mathematics, Science and English. The largest improvement in the average test score is the area of Mathematics where the post test average is about 20.35 percentage points higher than the pre-test average score. Science has an increase of 8.45 percentage points and English with an increase of 4.20 percentage points.

A comparison of the pre-test and post-test results for each of the provinces belonging to Group 2 are shown in Table 11 below. The figures show that the average post test scores showing significant improvement in all areas (at the 1% level), but the magnitude varies. The largest improvement in the average score is recorded in Morong, Bataan where the students' average post test score is 19.00 percentage points higher than the average pre-

test score. The lowest improvement is recorded in Iloilo City, where the post test average is 4.48 percentage points higher than the pre-test average.

It should be noted that the school in Morong, Bataan where the highest increase in the test score average is recorded (Sabang Elementary School now known as F. Angeles Memorial Elementary School) initiated a program to increase the number of television sets from the original single TV set donated by Knowledge Channel to six (6) sets, mainly through the contributions of the parents. This initiative of the school resulted in having half of the entire 12 classrooms accessible to the Knowledge Channel facilities.

Table 8. Comparison of Scores (Pre and Post Tests) for Grade 6 Pupils – GROUP 1

Area	No. of Pupils	No. of Items	PRE TEST SCORE		POST TEST SCORE		IMPROVEMENT	
			Mean	Std. Dev.	Mean	Std Dev.	Raw Score	Perc. Pts
Mathematics	458	20	7.25	3.56	8.50	4.34	1.25 *	6.24
Science	458	20	5.71	2.53	7.34	3.23	1.63 *	8.14
English	458	20	7.26	3.03	7.98	3.18	0.72 *	3.60
Total	458	60	20.20	7.06	23.81	8.61	3.61 *	6.01

* significant at the 1% level

Table 9. Comparison of Scores (Pre and Post Tests) for Grade 6 Pupils by Area (Province)

Province	No. of Pupils	No. of Items	PRE TEST SCORE		POST TEST		IMPROVEMENT	
			Mean	Std. Dev.	Mean	Std Dev.	Raw Score	Perc. Pts
Zambales	65	60	21.66	7.13	24.66	7.97	3.00 *	5.00
Batangas	52	60	20.83	7.01	25.37	8.36	4.54 *	7.56
Cavite	93	60	22.96	7.67	25.99	9.91	3.03 *	5.05
Ilocos Sur	89	60	19.53	7.20	23.21	8.21	3.69 *	6.14
Laguna	70	60	15.29	3.51	16.37	4.20	1.09 ***	1.81
Olongapo	37	60	19.95	6.75	24.81	7.80	4.86 *	8.11
Quezon	52	60	20.75	6.16	27.58	7.10	6.83 *	11.38

* significant at the 1% level; *** significant at the 10% level

Table 10. Comparison of Scores (Pre and Post Tests) for Grade 6 Pupils – GROUP 2

Area	No. of Items	PRE TEST		POST TEST		IMPROVEMENT	
		Mean Score	Standard Dev.	Mean Score	Standard Dev.	Raw Score	%
Mathematics	20	7.05	3.64	11.12	3.72	4.07 *	20.35
Science	20	5.88	2.70	7.57	3.06	1.69 *	8.45
English	20	7.44	3.36	8.28	3.13	0.84 *	4.20
Total	60	20.29	7.72	26.96	7.95	6.67 *	11.12

* significant at the 1% level

Table 11. Comparison of Scores (Pre and Post Tests) for Grade 6 Pupils by Area (Province) – GROUP 2

Province	No. of Items	PRE TEST		POST TEST		IMPROVEMENT	
		Mean Score	Standard Dev.	Mean Score	Standard Dev.	Raw Score	%
Samar	60	14.53	5.72	20.95	6.26	6.42 *	10.70
Aklan	60	17.99	5.30	23.49	6.93	5.50 *	9.17
Iloilo	60	24.44	8.80	28.92	7.48	4.48 *	7.47
Cebu	60	20.46	6.97	28.45	7.33	7.99 *	13.32
South Cotabato	60	19.53	6.99	28.46	7.37	8.93 *	14.88
Negros Or.	60	24.68	8.55	30.14	8.04	5.46 *	9.10
Bataan	60	20.87	7.51	32.27	7.00	11.40 *	19.00
Bohol	60	19.63	7.22	28.03	7.85	8.40 *	14.00

* significant at the 1% level

V. UTILIZATION AND PERCEPTIONS OF THE KNOWLEDGE CHANNEL PROGRAMS

The research team also administered a structured questionnaire to the Grade 5 and 6 pupils to measure their perceptions on the usefulness of the Knowledge Channel programs, as well as the utilization rate of the school or how often the pupils watch the Knowledge Channel programs. This second instrument is different from the instrument used to measure the impact of the programs of Knowledge Channel on the performance of the Grade 6 pupils in Science, Mathematics and English.

Viewing Diffusion Index (VDI)

More than 3000 pupils answered the perception-based instrument with 1329 Grade 5 pupils and 1748 Grade 6 pupils as respondents. Tables 12A and 12B show the frequency of viewing of the Knowledge Channel programs for the 52 schools and schools grouped according to the provinces, respectively. About 70 percent of the pupils in the sample said that they view the programs of the Knowledge Channel at least 2 to 3 times a week, the acceptable utilization rate. Around 30 percent of the pupils in the sample said that they only view Knowledge Channel programs at most once a week – one that can be considered as less than ideal utilization rate. From the responses of the pupils, a Viewing Diffusion Index (VDI) is constructed to present a single number that can provide a picture of the utilization rate for the schools.

The VDI is defined as the difference between the percentage of those who view at an acceptable utilization rate (at least 2 times a week) and the percentage of those who do not (or less than ideal), in this case at most once a week. The VDI can range from +100 percent (all pupils view at least 2 times a week) to -100 percent (all pupils view only at most once per week). While a VDI of 100 percent is preferred, this number may not be realized by all schools due to other considerations related to the school activities (such as exam schedule and other school undertakings – intramurals, Linggo ng Wika). An acceptable VDI should be at least 50 percent (in this case a minimum of 75 percent of the pupils view at least 2 times a week with a maximum of 25 percent of the pupils view at

most once a week). A VDI value of less than 50 percent signals a problem in the viewing schedule of the pupils possibly due to non-availability of the Knowledge Channel programs because of prolong technical problem or absence of a well-coordinated weekly viewing schedule.

The overall VDI value for the 52 schools is about 41 percent – below the acceptable standard of at least 50 percent. However, there were seven (7) areas out the 14 areas in the sample with a VDI of at least 50 percent, these are: Samar (78%), Batangas (71%), Cavite (64%), Zambales (61%), Cebu (55%), Dumaguete (53%) and General Santos (53%). The area with the lowest VDI is Laguna with negative 40%. Incidentally, the lowest improvement in the average achievement score was recorded in Laguna (Sta. Rosa City), where the post test average is just 1.81 percentage points higher than the pre-test average. The school's individual VDI is listed in Table 12C in the annex. There are 27 schools with VDI of less than 50 percent.

Table 12A. Frequency of Viewing of Knowledge Channel Programs

Frequency of viewing in school	Frequency	Percent
Everyday	409	13.55
2 to 3 times per week	1717	56.87
once a week	546	18.09
twice a month	117	3.88
once a month	41	1.36
Rarely	142	4.70
Never	47	1.56
Total	3019	100.00
Viewing Diffusion Index		40.84

Table 12B. Frequency of Viewing of Knowledge Channel Programs by Province

Province	Statistics	frequency of viewing in school							Total	Viewing Diffusion Index *	Rank
		Daily	2 to 3 times per week	once a week	twice a month	once a month	rarely	never			
Aklan	Count	78.00	262.00	95.00	16.00	5.00	17.00	-	473.00		
	%	16.49	55.39	20.08	3.38	1.06	3.59	-	100.00	43.76	8.00
Bataan	Count	4.00	30.00	31.00	-	-	-	-	65.00		
	%	6.15	46.15	47.69	-	-	-	-	100.00	4.62	12.00
Batangas	Count	14.00	96.00	10.00	1.00	-	8.00	-	129.00		
	%	10.85	74.42	7.75	0.78	-	6.20	-	100.00	70.54	2.00
Bohol	Count	7.00	71.00	41.00	16.00	5.00	3.00	-	143.00		
	%	4.90	49.65	28.67	11.19	3.50	2.10	-	100.00	9.09	11.00
Cavite	Count	6.00	168.00	17.00	4.00	1.00	16.00	-	212.00		
	%	2.83	79.25	8.02	1.89	0.47	7.55	-	100.00	64.15	3.00
Cebu	Count	98.00	134.00	49.00	9.00	3.00	6.00	-	299.00		
	%	32.78	44.82	16.39	3.01	1.00	2.01	-	100.00	55.18	5.00
General Santos	Count	61.00	237.00	61.00	20.00	5.00	6.00	-	390.00		
	%	15.64	60.77	15.64	5.13	1.28	1.54	-	100.00	52.82	7.00

* Viewing Diffusion Index (VDI) is the difference between the percentage of those who view at least 2 to 3 times a week (preferred utilization) and sum of the percentages of those who never view and those who view at most once a week. A good VDI should be at least between 50 to 60%.

Table 12B. Frequency of Viewing of Knowledge Channel Programs by Province (continuation)

Province	Statistics	frequency of viewing in school							Total	Viewing Diffusion Index	Rank
		Daily	2 to 3 times per week	once a week	twice a month	once a month	rarely	never			
Ilocos Sur	Count	18.00	113.00	56.00	11.00	9.00	18.00	1.00	226.00		
	%	7.96	50.00	24.78	4.87	3.98	7.96	0.44	100.00	16.37	10.00
Iloilo	Count	37.00	94.00	73.00	7.00	3.00	5.00	-	219.00		
	%	16.89	42.92	33.33	3.20	1.37	2.28	-	100.00	19.63	9.00
Laguna	Count	2.00	31.00	15.00	2.00	4.00	9.00	46.00	109.00		
	%	1.83	28.44	13.76	1.83	3.67	8.26	42.20	100.00	(39.45)	14.00
Negros Oriental	Count	39.00	205.00	48.00	16.00	2.00	9.00	-	319.00		
	%	12.23	64.26	15.05	5.02	0.63	2.82	-	100.00	52.98	6.00
Quezon	Count	6.00	53.00	23.00	6.00	2.00	31.00	-	121.00		
	%	4.96	43.80	19.01	4.96	1.65	25.62	-	100.00	(2.48)	13.00
Samar	Count	35.00	68.00	8.00	2.00	2.00	1.00	-	116.00		
	%	30.17	58.62	6.90	1.72	1.72	0.86	-	100.00	77.59	1.00
Zambales	Count	4.00	155.00	19.00	7.00	-	13.00	-	198.00		
	%	2.02	78.28	9.60	3.54	-	6.57	-	100.00	60.61	4.00
Total	Count	409.00	1,717.00	546.00	117.00	41.00	142.00	47.00	3,019.00		
Percent	%	13.55	56.87	18.09	3.88	1.36	4.70	1.56	100.00		

* Viewing Diffusion Index (VDI) is the difference between the percentage of those who view at least 2 to 3 times a week (preferred utilization) and sum of the percentages of those who never view and those who view at most once a week. A good VDI should be at least between 50 to 60%.

Whenever the students watch programs of the Knowledge Channel, about 70 percent of the elementary pupils interviewed said that they are able to watch the full episode (20 minutes) of the program. The distribution of viewing time is given in table 13 below. A common reason for not able to watch the entire episode is due to the so-called “transition problem” when pupils waste time in moving from their classrooms to the viewing area. This is one area where the role of the ETV coordinator is crucial. In some schools where there are excellent ETV coordinators, the teacher-in-charge is advised by the ETV coordinator of the class’ viewing time minutes before the schedule so that the teacher is able to let his/her students proceed to the viewing area. In this process, the students will have enough travel time to the viewing room, ensuring that the students are able to watch the entire episode. This role of the ETV coordinator is being emphasized during the training conducted by the Knowledge Channel staff, particularly for large schools where there is a considerable distance between the classrooms and the viewing room.

Table 13. How Much of the KCh Program is Viewed

How much of program viewed	Frequency	Percent
Whole Program	2110	70.03
75% to 90%	505	16.76
50% to 74%	283	9.39
less than 50%	115	3.82
Total	3013	100.00

The subject teacher in charge should be present during the viewing of the Knowledge Channel programs and should be able to discuss the topics viewed by the pupils. Table 14 shows that about 83 percent of the elementary pupils say that their teachers are always present whenever they are viewing the programs, with an additional 5 percent saying that the teacher is present most of the time. The combined figure on the availability of the teacher is more than 88 percent. However, the percentage of pupils who says that the teacher is not present most of the time at 12 percent is still high. A common problem in this area is that teachers feel they can go to school late (or even miss a class) because pupils can instead watch the Knowledge Channel while waiting for them. This is one concern that needs to be improved. It must be emphasized during the training what are

the expectations on the part of the teachers whenever the students are viewing the programs. In addition, a proper monitoring system should also be implemented at the schools to minimize cases where the teachers are shirking on their responsibilities because of the presence of the intervention (Knowledge Channel facilities).

Table 14. The Teacher is Present During Viewing

The teacher is present during viewing	Frequency	Percent
Always	2517	82.91
Most of the time	164	5.40
Sometimes	278	9.16
Seldom	19	0.63
Never	58	1.91
Total	3036	100.00

Integrating the programs viewed into the regular class discussion is an important aspect of the intervention. The teachers, therefore, must be able to discuss the topics to the pupils after viewing the Knowledge Channel programs. The results of survey, in table 15 below, show that only 77% of the elementary pupils say that their teachers are always discussing the topics after every program, with an additional 6 percent saying that their teacher discusses the topic after viewing the program “most of the time.” While the combined figure of 83 percent (teacher discussing the topic “always” and “most of the time”) is relatively higher as compared to the other areas covered in the previous studies (e.g. in the USAID-supported schools in the ARMM the comparative figure is 80 percent), there is still room to increase this number. Presence of the subject teacher during program viewing and how to incorporate the contents of the programs viewed by the pupils into the daily subject discussions are two areas of concern that must be address by the Knowledge Channel team in coordination with the school ETV coordinators and principals.

Table 15. Teacher's Discussion After the Viewing

The teacher discusses the topic after viewing	Frequency	Percent
Always	2323	76.59
Most of the time	198	6.53
Sometimes	369	12.17
Seldom	56	1.85
Never	87	2.87
Total	3033	100.00

When asked for their most and least favorite Knowledge Channel programs, the pupils rated the program SINESKWELA the highest with a net positive rating (difference between the most favorite and least favorite ratings) of 36.47 percent. A far second is MATH-TINIK with a net positive rating of 7.58 percent. Aside from SINESKWELA and MATH-TINIK, eight other programs received net positive ratings: BAYANI (5.11%), KELLY-KELLY (3.98%), SCIENCE INTERMEDIATE (3.06%), ALIKABUK (1.60%), KAREN'S WORLD (1.56%), HIRAYAMANAWARI (1.49%), PAMANA (1.31%) and ESTUDYANTIPID (0.76%). The high rating received by the program SINESKWELA is expected as this is the program that is always rated in the previous studies as the most favorite program. Seventeen (17) programs received negative net ratings with MATH INTERMEDIATE being perceived as the least favorite program with a negative net rating of 2.27%. The list of programs and the specific ratings are given in table 16 below.

Table 16. Perception of the Knowledge Channel Programs (Most/Least Favorite)

Programs of Knowledge Channel	Most Favorite (in %)	Least Favorite (in %)	Net Positive Rating
Sineskwela	38.99	2.51	36.47
Math-Tinik	13.52	5.94	7.58
Bayani	6.48	1.36	5.11
Kelly Kelly	4.47	0.49	3.98
Science Intermediate	6.31	3.25	3.06
Alikabuk	3.87	2.27	1.60
Karen's World	3.24	1.68	1.56
Hirayamanawari	2.47	0.98	1.49
Pamana	2.57	1.26	1.31
Estudyantipid	0.90	0.14	0.76
English	1.54	1.57	(0.04)
Noli	0.03	0.07	(0.04)
World History and Economics	-	0.07	(0.07)
GMRC	0.20	0.28	(0.08)
Values and Life Skills	-	0.10	(0.10)
Pahina	0.10	0.24	(0.14)
Solved	0.63	0.84	(0.20)
Science Primary	0.33	0.63	(0.29)
Why	0.07	0.38	(0.32)
Kasaysayan TV	0.83	1.15	(0.32)
Math Primary	0.03	0.45	(0.42)
Algebra and Geometry	0.03	0.77	(0.74)
ATBP	0.27	1.12	(0.85)
Salam	3.97	4.96	(0.99)
Integrated Sciences	0.03	1.50	(1.47)
Epol-Apple	1.94	3.42	(1.49)
Math Intermediate	3.74	6.01	(2.27)

When the pupils were asked to rate the various programs of the Knowledge Channel in terms of whether the programs have been helpful (in agreement) or not helpful (in disagreement) to their academic performance, the program SINE'SKWELA got the highest net positive rating of 92 percent (difference between agreement and disagreement). This program always generate the highest rating in the previous studies but this is the first time that the program received a net positive rating of more than 90 percent. The other programs that generated high net positive ratings (at least 75 percent), as shown in table 17, are: MATH-TINIK (80%), ENGLISH ELEMENTARY (75%) and BAYANI (75%). While the results of the programs related to science and mathematics (Sene'skwela and Math-tinik) are expected, the high rating observed for programs related

to value-formation, such as BAYANI is quite surprising. The high rating received by the program ENGLISH ELEMENTARY is also surprising considering that this program do not normally get high approval in the previous studies.

Table 17. Pupils' Perception on the Usefulness of the Knowledge Channel Programs

The pupils perceived the program as helpful	Agreement (in %)	Disagreement (in %)	Net Positive Rating
Sine'skwela	94.60	2.40	92.20
Math-Tinik	86.30	6.10	80.20
English Elementary	83.00	8.00	75.00
Bayani	83.40	8.40	75.00
Science Intermediate	80.50	8.50	72.00
Math Intermediate	77.80	10.40	67.40
Math Primary	74.60	11.90	62.70
Science Primary	73.40	13.30	60.10
Solved	72.50	13.10	59.40
Pamana	73.00	14.00	59.00
Epol-Apple	73.70	15.60	58.10
Kasaysayan TV	71.30	13.90	57.40
Integrated Science	71.10	15.60	55.50
Karen's World	69.50	15.10	54.40
GMRC	69.70	16.90	52.80
Salam	68.70	17.30	51.40
Alikabuk	68.80	17.80	51.00
Chemistry, Physics, Biology	67.40	18.60	48.80
Hirayamanawari	66.20	19.40	46.80
Values and Life-skills	62.80	21.40	41.40
Algebra, Geometry	62.30	21.30	41.00
Pahina	61.20	21.70	39.50
ATBP	56.90	25.10	31.80
Why	53.70	27.00	26.70

VI. CONCLUSIONS AND RECOMMENDATIONS

The principal objective of this research is to determine the impact of the programs of Knowledge Channel on the performance and perception of the grade school pupils viewing these programs in 52 selected schools supported by Philip Morris. The results of the study showed that the average test score of the Grade 6 increased significantly by about 6 percentage points only after four (4) months of intervention. Moreover, for

schools where the intervention lasted for one year, the study showed that the average test score of the Grade 6 pupils increased significantly by 11 percentage points. While the instrument used to evaluate the impact of the presence of Knowledge Channel on the performance of the students is not the National Achievement Test (NAT) score, the positive relationship between the presence of an intervention (Knowledge Channel programs) and academic performance of the pupils supports the two previous studies conducted by Knowledge Channel (that used the NAT scores as measure of academic performance) that indeed viewing the programs of Knowledge Channel, particularly programs in Science and Mathematics, can help the pupils improve their academic performance.

While the study showed improvement in the academic performance due to the presence of intervention in all schools, the magnitude varies and the increase in the average score seems to be related to the frequency of viewing of the programs as measured by the viewing diffusion index (VDI). All things being the same, schools with higher VDI expect to generate a larger increase in the average academic performance as measured by the instrument compared to schools with lower VDI. Therefore, there is need to properly motivate the school personnel (principal, ETV coordinator and teachers) to use the facilities of the Knowledge Channel and properly monitor the viewing frequency of the pupils to ensure that higher VDI is achieved.

ANNEXES

ANNEX 1. Table 12C. Viewing Diffusion Index (VDI) per School

Name of School	Province	Viewing Diffusion Index (VDI)
Facundo Angeles Memorial Elementary School	Bataan	100.00
Sibugay Elementary School	Cebu	100.00
Tingib Elementary School	Samar	100.00
Mabolo ES	Cavite	94.44
Booy Elementary School	Bohol	89.74
Gordon Heights II ES	Zambales	89.04
Magsaysay Memorial Elementary School	Negros Oriental	88.24
Villaflor ES	Zambales	87.10
Basiao Elementary School	Samar	85.19
Malay Elem School	Aklan	83.13
Bagumbayan ES	Batangas	83.10
Salvacion Elementary School	Samar	82.86
Ireneo Santiago Elementary School	South Cotabato	77.42
Nagsuputan ES	Ilocos Sur	75.00
Loog Elementary School	Samar	73.33
Guba Elementary School	Cebu	71.05
Francisco Oringo Elementary School	South Cotabato	69.23
Cadawinonan Elem. School	Negros Oriental	56.41
Natatas ES	Batangas	55.17
Caticlan Elementaru School	Aklan	54.67
Nabitanan Elementary School	Iloilo	52.73
Baluan Elementary School	South Cotabato	52.63
South City Elementary School	Negros Oriental	46.88
Balud Elementary School	South Cotabato	46.67
Cubay Elem School	Aklan	45.76
Kalunasan Elementary School	Cebu	38.46
N.J. Ingore Elementary School	Iloilo	37.50
Jose P. Laurel Elementary School	South Cotabato	37.08
Dadiangas East Elem School	South Cotabato	36.47
Salinas ES	Cavite	32.69
Mansasa Elementary School	Bohol	31.43
Lucena South II ES	Quezon	29.87
Balabag Elem School	Cebu	28.93
Balugo Elementary School	Negros Oriental	27.87
San Juan South CS	Ilocos Sur	16.67
Yapak Elementary School	Aklan	10.53
Cantil-e Elementary School	Negros Oriental	9.68
I. Arroyo Elementary School	Iloilo	3.03
Sergia Soriano Esteban Integrated School of Kalaklan	Zambales	1.59
La Paz 1 Elementary School	Iloilo	0.00
Babag Elementary School	Cebu	(4.92)
Tagapo ES	Laguna	(7.46)
Sabuanan ES	Ilocos Sur	(14.89)
Dao Elementary School	Bohol	(23.08)
Taal Elementary School	Iloilo	(47.83)
San Lorenzo ES	Quezon	(59.09)

Nagbalayong Elementary School	Bataan	(77.14)
Bool Elementary School	Bohol	(80.00)
Santa Rosa ES Central III	Laguna	(90.48)
Average (for all schools)		40.84

ANNEX 2. QUESTIONNAIRE FOR STUDENT (Pre-test)

Date: _____

School: _____

A. STUDENT INFORMATION

1. Student's Name: _____
2. Grade level and section: _____
3. Age: _____
4. Gender: _____

B. STUDY HABITS AT HOME

1. How many hours/minutes do you study at home in a day? (*Ilang oras o minuto ka nag-aaral sa bahay sa isang araw?*)
 - 0 minutes
 - less than 30 minutes
 - 30 minutes to 1 hour
 - more than 1 hour

Answer the following questions by shading the circle of the answer of your choice.

- 1 – never/ hindi nangyayari
- 2 – seldom/ madalang
- 3 – sometimes/ kung minsan
- 4 – most of the time/ madalas
- 5 – always/ palaging nangyayari

	1	2	3	4	5
a. I study every night. (<i>Nag-aaral ako tuwing gabi.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mother helps me study and do my homework. (<i>Tinutulungan ako ng aking nanay sa pag-aaral at sa paggawa ng aking takdang aralin.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My father helps me study and do my homework. (<i>Tinutulungan ako ng aking tatay sa pag-aaral at sa paggawa ng aking takdang aralin.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I do my homework everyday. (<i>Lagi kong ginagawa ang aking takdang aralin.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I eat 3 full meals everyday. (<i>Kumakain ako ng agahan, tanghalian, at hapunan araw-araw.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I play sports. (<i>Naglalaro ako ng sports.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I don't like to go to school. (<i>Ayaw kong pumapasok sa paaralan.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I walk to school. (<i>Naglalakad ako papasok sa paaralan.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I get more than 8 hours of sleep a night. (<i>Nakakatulog ako ng mahigit sa walong oras gabi-gabi.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I don't like studying. (<i>Hindi ako mahilig mag-aral</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How do you go to school? (*Paano ka pumapasok sa paaralan?*)

walking

private vehicle (type of vehicle: _____)

public vehicle (type of vehicle: _____)

3. How long is travel time in going to school? (*Gaano katagal ang biyahe papunta sa paaralan?*)

- less than 5 minutes
 5 to 30 minutes
 31 minutes to 1 hour
 1 to 2 hours
 more than 2 hours

C. SCHOOL ACTIVITIES

1. Write in the space provided the number of books you use for the given subject.

SUBJECT	NUMBER OF BOOKS
1.a. Mathematics	
1.b. Science	
1.c. English	
1.d. Filipino	
1.e. Makabayan	

1. How often do you use the books?

- | | | |
|------------------|--|---|
| 1.a. Mathematics | <input type="radio"/> everyday
<input type="radio"/> 2 to 3 times a week
<input type="radio"/> once a week | <input type="radio"/> twice a month
<input type="radio"/> once a month
<input type="radio"/> rarely |
| 1.b. Science | <input type="radio"/> everyday
<input type="radio"/> 2 to 3 times a week
<input type="radio"/> once a week | <input type="radio"/> twice a month
<input type="radio"/> once a month
<input type="radio"/> rarely |
| 1.c. English | <input type="radio"/> everyday
<input type="radio"/> 2 to 3 times a week
<input type="radio"/> once a week | <input type="radio"/> twice a month
<input type="radio"/> once a month
<input type="radio"/> rarely |
| 1.d. Filipino | <input type="radio"/> everyday
<input type="radio"/> 2 to 3 times a week
<input type="radio"/> once a week | <input type="radio"/> twice a month
<input type="radio"/> once a month
<input type="radio"/> rarely |
| 1.e. Makabayan | <input type="radio"/> everyday
<input type="radio"/> 2 to 3 times a week
<input type="radio"/> once a week | <input type="radio"/> twice a month
<input type="radio"/> once a month
<input type="radio"/> rarely |

ANNEX 3. QUESTIONNAIRE FOR STUDENT (Post test)

Date: _____

School: _____

D. STUDENT INFORMATION

1. Student's Name: _____
2. Grade level and section: _____

E. STUDY HABITS AT HOME

1. How many hours/minutes do you study at home in a day? (*Ilang oras o minuto ka nag-aaral sa bahay sa isang araw?*)
 - 0 minutes
 - less than 30 minutes
 - 30 minutes to 1 hour
 - more than 1 hour

Answer the following questions by shading the circle of the answer of your choice.

- 1 – never/ hindi nangyayari
- 2 – seldom/ madalang
- 3 – sometimes/ kung minsan
- 4 – most of the time/ madalas
- 5 – always/ palaging nangyayari

	1	2	3	4	5
a. I study every night. (<i>Nag-aaral ako tuwing gabi.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mother helps me study and do my homework. (<i>Tinutulungan ako ng aking nanay sa pag-aaral at sa paggawa ng aking takdang aralin.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My father helps me study and do my homework. (<i>Tinutulungan ako ng aking tatay sa pag-aaral at sa paggawa ng aking takdang aralin.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I do my homework everyday. (<i>Lagi kong ginagawa ang aking takdang aralin.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I eat 3 full meals everyday. (<i>Kumakain ako ng agahan, tanghalian, at hapunan araw-araw.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I play sports. (<i>Naglalaro ako ng sports.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I don't like to go to school. (<i>Ayaw kong pumapasok sa paaralan.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I walk to school. (<i>Naglalakad ako papasok sa paaralan.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I get more than 8 hours of sleep a night. (<i>Nakakatulog ako ng mahigit sa walong oras gabi-gabi.</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I don't like studying. (<i>Hindi ako mahilig mag-aral</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Knowledge Channel viewing in SCHOOL

1. How many times do you watch programs of the Knowledge Channel IN SCHOOL? (*Ilang beses ka nanunood ng programa ng Knowledge Channel sa paaralan?*)
 - everyday/ araw-araw
 - two to three times a week/ dalawa hanggang tatlong beses sa isang linggo

- once a week/ *isang beses isang linggo*
- twice a month/ *dalawang beses sa isang buwan*
- once a month/ *isang beses sa isang buwan*
- rarely (less than once a month)/ *madalang*
- never/ *hindi ako nanonood ng Knowledge Channel sa paaralan*

2. When was the LAST TIME you watched a program in the Knowledge Channel IN SCHOOL? (*Kailan ka huling nanunood ng programa ng Knowledge Channel sa paaralan?*)
 - this week
 - last week
 - last month
 - 2 months ago
 - more than 2 months ago

3. What was the LAST PROGRAM you watched in the Knowledge Channel IN SCHOOL? (*Ano ang huling programang napanood mo sa Knowledge Channel sa paaralan?*) _____
4. Where do you watch the Knowledge Channel programs? (*Saan kayo nanunood ng mga programa ng Knowledge Channel?*)
 - classroom
 - library
 - LRC/ AVR
 - others: _____

5. How much of each program are you usually able to view?
 - the whole program (19-20 minutes)
 - 75% to 90 % of the program (15 to 18 minutes)
 - 50% to 74% of the program (10 to 14 minutes)
 - less than 50% (0 to 9 minutes)

6. Is a teacher present while you are watching the show? (*Naroon ba ang iyong guro habang kayo ay nanunood?*)
 - always
 - most of the time
 - sometimes
 - seldom
 - never

7. Does your teacher discuss the program after viewing? (*Ipinapaliwanag ba ng inyong guro ang programang inyong napanood?*)
 - always
 - most of the time
 - sometimes
 - seldom
 - never

8. What is your most favorite show in the Knowledge Channel? (*Ano ang pinakagusto mong programa ng Knowledge Channel?*)

8.a. Why?

9. What is your least favorite show in the Knowledge Channel? (*Anong programa ang hindi mo gaanong gusto?*)

9.a. Why?

G. Student's Perception on the Importance of Knowledge Channel

Answer the following questions by shading the circle of the answer of your choice.

1 – strongly disagree

2 – disagree

3 – neutral

4 – agree

5 – strongly agree

	1	2	3	4	5
a. Nag-eejoy ako sa panunood ng Knowledge Channel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Nahihirapan akong intindihin ang mga pinapanood ko sa Knowledge Channel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mas mataas ang nakukuha kong marka (grade) kapag napapanood sa telebisyon ang aming lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Mas madaling tandaan ang aming leksyon kapag napanood namin ito sa telebisyon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Mas naiintindihan ko ang mga tinuturo ng aking guro kapag pinapanood namin ito sa telebisyon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H. Knowledge Channel Programs

Gaano kahalaga at nakakatulong ang mga sumusunod na programa ng Knowledge Channel? Lagyan ng ekis (x) ang iyong sagot.

PROGRAMS	Very much	Much	Moderately	Little	Not at all
a. Sine'skwela					
b. Science Primary					
c. Science Intermediate					
d. Why					
e. English Elementary					
f. Epol-Apple					
g. Karen's World					
h. Math-Tinik					
i. Math Primary					
j. Math Intermediate					
k. Solved					
l. Alikabuk					

m. Pamana					
n. Bayani					
o. GMRC					
p. Hirayamanawari					
q. ATBP					
r. Integrated Science					
s. Chemistry, Physics, Biology					
t. English					
u. Algebra, Geometry					
v. Kasaysayan TV					
w. Pahina					
x. Values and Life-skills					
y. Salam					

1. Bilang isang estudyante, gaano ka-importante para sa iyo ang panunood ng mga programa ng Knowledge Channel? Bakit?

2. Anong mga pagbabago ang nakita mo sa iyong sarili mula noong ikaw ay nagsimulang manood ng mga programa ng Knowledge Channel?
 - a. Sa iyong ugali:

 - b. Sa pagpasok sa paaralan (attendance):

 - c. Sa iyong pag-aaral:

3. Do you have any suggestions or recommendations that will help Knowledge Channel improve its programs and services? Gamitin ang space sa ibaba upang ipahatid sa Knowledge Channel ang iyong mga suggestions at comments.